Teachers' Perceived Knowledge of Self-Concept and Its Influence on Their Teaching Practices

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ABSTRACT: Teachers have a significant influence on the attitudes and actions of the students they instruct, and the general public frequently holds them in high regard. This study examines the moral characters of male and female secondary school teachers in Karachi, Pakistan. Data was gathered utilizing a cross-sectional survey and a simple random sample methodology by researchers employing quantitative methodologies. The data was acquired by asking the teachers to answer questions about how they saw themselves. The academics' views were rated on a scale of Extremely Disagree = 1, to Strongly Agree = 5. A satisfactory degree of self-concept was indicated by means over three, whilst an unsatisfactory one was indicated by means below three. Mean scores below three were seen as indicators of unhealthy self-concept among educators. To analyze the data, frequency, mean, and standard deviation were used. To determine how much respondents' self-concepts changed across demographic groups, we combined the independent samples t-test and one-way analysis of variance. The findings demonstrated that the educators had positive opinions of themselves. There were no observable differences in the sense of self among the teachers based on gender, age, years of experience, or educational level. According to the study's findings, greater efforts should be made to raise instructors' levels of self-awareness in order to boost their motivation and better effects on students learning.

KEYWORDS: Teachers Perceptions, Self-Concept, Teaching Practices

1. Introduction

The need to adapt and evade the consequences of social standards on appropriate behavior is real for teachers, just as it is for anybody else in the public spotlight. Teachers hold a unique position in society, as they have the power to influence their pupils' outlooks and behaviors. Educators across all grade ranges and years of experience are questioned about their sense of morality. People look up to teachers as role models (Wynne & Ryan, 1997). Being moral is adhering to a code of conduct. A person's self-concept can be defined as their "internalized vision of themselves." So, one's moral self-concept is their "mental image of themselves" in connection to "conforming to a standard of ethical action." Therefore, moral self-concept comprises both an inward and an outward aspect, the image one has of oneself and the actions one performs. Across a variety of settings where physical exercise is prevalent, including physical education classes, studies have shown that women consistently express a lower physical self-concept than males do (Schmalz & Davison, 2006). Women also tend to have a more negative outlook on their bodies and lessen their level of physical activity as they become older. Several researchers (Caglar, 2009; Klomsten, Marsh, & Skaalvik, 2005) have speculated that Western gender norms contribute to the gap between girls' and boys' perceptions of their own physical abilities in the context. This idea seems logical, given that schools are complex social environments that perpetuate gender stereotypes and that traditionally masculine courses like physical education accentuate inequities between boys and females (Connell, 2008; Kirk, 2003). However, blaming gender norms in physical education for differences in how men and women view their bodies is a simplistic and simplistic explanation at best.

Coward and Gamble (2008) pointed out that while the multidimensional view of self-concept has been acknowledged in a variety of social science fields, it has received the most support and largest acknowledgement in the field of educational brain research, with a focus on academic self-concept and its relationship to academic achievement, school grades, student learning, and other scholarly outcomes. The multidimensional definition of self-concept developed by Shavelson and his colleagues is widely used in modern research, particularly in the field of educational brain research, which has been hampered by the lack of a universally accepted definition of the billed as a whole. Within- and between-network comparisons, as well as the hierarchical perspective provided by Shavelson, have made self-concept research and its application to the field of education into well researched phenomena. Using self-improvement and aptitude development theories, Calsyn and Kenny examined the relationship between self-concept and academic success in 1977. Student confidence was found to be a significant predictor of performance in the self-improvement experiment. But according to the findings of the expertise development show, students' sense of academic pride grows only when their efforts pay off in the form of tangible achievements (Coward & Gamble, 2008). Therefore, in the realm of education, the question "Which comes first- self-concept or intellectual achievement?" is commonly raised. No easy solution exists, of course. The premise that one's academic self-concept affects and is affected by one's academic performance is backed by a growing body of studies with complementary implications (Marsh, Pekrun, Parker, Murayama, Guo,

Dicke, & Arens, 2019). In light of this, the primary goal of considerable contemporary research is to ascertain whether or not students' and teachers' perceptions of themselves are correlated with their performance in the classrooms.

Objectives of the Research

To examine the self-concept of teachers at secondary school level.

To evaluate the perception of teachers from their demographics on self-concept at secondary school level.

Research Questions

What are the perception of the teachers about their self-concept at secondary school level?

What are the perception of the teachers from their demographics perspective on self -concept at secondary school level?

2. Literature Review

Humans have always been drawn to the pursuit of self-knowledge. Many thinkers throughout history, including philosophers, theologians, politicians, and, more recently, psychologists, have been intrigued by the concept of the self. It has been argued that curiosity in one's own identity is a basic human requirement. When comparing the perspectives of Fromm (1947) and Harre (1983), we find that the former considers the self to be man's "inner nature" or "fundamental nature," while the latter holds that self-respect is the highest human drive. During the 1970s, there was a resurgence of interest in "changing one's personality-remaking, renovating, analysing, and cleansing one's exceptionally self- and observing, considering, and gushing over it. (Me!)" (Wolfe, 1976). Tom Wolfe called the 2000s the "me decade," but Etzioni (1983) argues that this insularity is not only at odds with the age of abundance but also destructive, divisive, and untrustworthy. He regarded the patterns as shards of our destruction. According to Etzioni, throughout the 1970s and 1980s, people tried to find happiness by getting what they wanted, which is an unattainable goal. According to the statistics he cited, just about 17% of Americans are completely committed to a logic of self-fulfillment, while another 63% grasp it to varying degrees. According to Etzioni, the many issues in the entertainment industry today stem from an unhealthy obsession with the self.

Although self-concept is frequently discussed in contemporary psychology, we have seen that it is difficult to define and even more challenging to analyze and quantify. There are a variety of self-perception assessments out there, but for customers to get the most out of them, they need to understand their origins, reasoning, and intended users. While many popular self-concept tests measure a more generalized version of self-concept—sometimes called self-esteem—others drill down into more specific domains of identity (e.g., intellectual, athletic, etc.). Some, like the Piers-Harris Children's Self-Concept Scale, provide insight into the user's self-concept and its numerous facets via an overall score and cluster scores. Many alternative interpretations have developed for the term "self-concept" as a result of all the talk about it. To synthesize the various definitions encountered during the course of this inquiry, we can say that an individual's self-concept is their own unique take on who they are. As defined by Piers and Herzberg (2002), "a fairly consistent array of behaviors indicating both depiction and assessment of one's claim conduct and attributes" (Piers, & Herzberg), self-concept was developed by Ellen Wharfs and Dale Harris, who went on to create the Piers Harris Children's Self-Concept Scale.

In a 1976 study, Shavelson, Hubner, and Stanton reviewed various definitions of self-concept to arrive with seventeen distinct conceptual dimensions into which self-concept might be categorized. Stable, changing, situational, astounding, internal, regulating, outright individual, dimensional, non-evaluative, and multidimensional are all examples (Ames & Felker, 1979). The self-concept is a common tool of human agency that influences one's experiences, as proposed by Albert Bandura in 1986 (Bandura, 1976). He continued by saying that self-concept and self-efficacy are different concepts, despite being used interchangeably. A person's confidence in his or her capacity to do a task is conditional on the specifics of the situation. The self-concept is a person's overarching opinion of their own worth. Academic and non-academic self-concepts are separate, although task-specificity is never a factor when evaluating one's own self-concept (e.g., "Are you an excellent maths student?"). In which case, "Can you untangle this particular arithmetic problem?" is a value assessment of one's self-concept (Bandura, 1976). A win for confidence in one's own abilities. Longtime child development analyst and professor of brain research Susan Harter has found that children as young as three or four can describe themselves in concrete and perceptible terms; children between the ages of seven and eleven can name their abilities and interpersonal characteristics, compare themselves to their peers, and coordinate limiting qualities; and children between the ages of twelve and fourteen can elaborate on their individual qualities.

Several research have used homological networks of interrelationships to characterize the self-concept in regard to other constructs (a between-construct comparison) and to examine aspects within the evolution of the self-concept (a within-construct comparison) (Shavelson et al, 1976). They also came up with a list of seven characteristics that are crucial to the definition of self-concept: the ability to visualize the process as systematic, complex, multi-leveled, steady, formative, evaluative, and distinctive. Concepts are "structured" at their most fundamental level because people have mental schemas for classifying and weighting the occurrences in their lives. The richness of the

moment's high point is suggestive of the many characteristics that reflect the person's realized category framework. These may include, but are not limited to, the person's social standing, an attractive trait of their physical appearance, or their capacity to accomplish a certain task. Beginning with contextualized observations of individual behavior, the progressive composition moves on to inductions revolving around the self in progressively more extensive settings, and finally, to a global self-concept. The importance that one places on solidity (the fourth feature of self-concept) is relative to one's position in the self-concept hierarchy. When one hits one's foot on the ground (Shavelson et al., 1976).

The way one sees oneself is the fifth formative factor. This suggests that there are separate periods in which children are able to represent their individual senses of self, and that the gaps between these stages enlarge as the children grow older. Sixthly, one's self-concept is evaluative, suggesting that a person can act as an evaluator of their own worth. Evaluators can employ standards such as the "ideal" or the opinions of others. The distinguishing characteristic of differentiability shows how an individual's identity develops in response to certain experiences. Furthermore, a singular perspective on self-concept was generally recognized and used in research (Shavelson et al., 1976). A meta-analysis of studies examining the connection between academic achievement and individuality was conducted by Valentine, Dubois, and Cooper (2004). After looking at a total of 55 distributions and 60 sum tests, they concluded that early self-concept significantly influenced later success even after controlling for other factors. In addition, Valentine and colleagues discovered that academic self-beliefs, as opposed to more generalized measures of self-esteem, were significantly more powerful in explaining the impacts of early self-beliefs.

Children who had a favorable self-perception of their height were more inclined to attribute their achievements directly to that factor than their shorter counterparts. Ames and Felker (1979) found that when children experienced disappointment, those with a negative self-concept were more prone to punish themselves. These results showed that kids with varied levels of self-concept also engage in different amounts of self-reinforcing behaviors and have distinct theories about the causes and consequences of their successes. Self-critical behavior was shown to be more common among children with low self-concept, and this negatively impacted their growth in these domains. Based on the work of self-concept theorists like Alfred Bandura, Paul Pintrich, and Dale Schunk, it is clear that students who lack confidence in their abilities are less likely to fully commit to and make an effort with tasks that call for those skills, and are more likely to give up when the task becomes difficult (Mattern & Shaw, 2010).

The three pillars of one's self-concept are one's perceptions, one's thoughts, and one's attitude. The perceptual element consists of the individual's mental image of his physical appearance and the impression he gives to others. As a common noun, the 'physical concept' describes the experiential component that requires doing something. The individual's preconceived notions of himself, his abilities, his past, and his future, make up the conceptual component. Reliability, self-assurance, independence, fortitude, and its

opposite qualities are all part of what makes up a person's "psychological self-concept," a term that can relate to either the positive or negative aspects of one's personality. The individual's self-esteem, self-reproach, pride, and disgrace, as well as his manner, perceived status, and future aspirations, are all part of the attitudinal component. An individual's sense of self and potential develops over the course of their life through deliberate and thoughtful engagement with the world around them. A child's sense of self is heavily influenced by their parenting, as well as their environment and experiences. A child's sense of self develops in response to the approval or disapproval of his or her parents.

A poor self-perception is more likely to develop in an adult whose upbringing was marked by parental confusion and negativity. A dysfunctional childhood can be identified by a number of warning indicators, including child abuse, neglect, rejection, indifference, embarrassment, and improper responses to the child's emotional state. Through trial and error, they learn to prepare for such outcomes in the event that they are held responsible (Marsh & Martin, 2011). Children whose parents show them love and acceptance grow up to have positive views of themselves. One's ever-evolving sense of self may be comprised of elements that change throughout time. While some beliefs about one's own identity are more likely to endure than others, anyone can shift their perspective at any time. The trajectory of the self-concept event might be affected by a number of variables. The style of a parent's youth may have a large numerical impact. Reflecting on their parents' positive attitudes and happy childhoods can teach their children important lessons about how to think and feel about themselves. Disappointment is a continual presence in a child's life. One's own or their parents' expectations are not met, and this is the root of the disappointment.

His early experiences with failure taught him that there is no use in trying to improve things. The child's negative self-image is steadily taking shape. However, a strong sense of identity emerges when a young person understands that he may turn any negative experience into a learning opportunity. The unavoidable conclusion is sadness. Those who are feeling sad tend to respond negatively to everything, even themselves. Every day, they wonder if tomorrow will be their last. They're developing a high threshold for the views and treatment of others. Planning the self-concept event is in part determined by the inner self-critic. A private's every action and decision must be scrutinized. A person's self-critic acted as a check on his or her behavior and, by extension, the way they handled themselves in public. A person's concept of self is shaped not just by internal processes but also by external experiences (Shavelson et al., 1976).

3. Methodology

To reach the goal of this study, quantitative research methods were used, and data for the study were acquired using a survey. The survey participants were drawn from public schools in the city of Karachi. To get an answer about the topic under investigation, the

researcher performed a survey with questions that used the descriptive technique. Through this study, the researcher learned about public secondary school teachers' perceptions of their self-concepts. People who took part in the study were chosen through random sampling. A survey research questionnaire was used as the major instrument in this study to evaluate educators' self-concept. This questionnaire asked twenty different research questions. There were 165 respondents in total, and each received a questionnaire instructing them to carefully review the supplied items and select the most acceptable response based on a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). A score of 2 indicates disagreement, a score of 3 shows neutrality, a score of 4 indicates agreement, and a score of 5 indicates strong agreement. For convenience, the research questionnaire was broken into two sections. The first section of the questionnaire was designed to collect data, such as demographic information and instructor gender. The second component of the questionnaire was designed to assess instructors' self-concept, and the questionnaire was appropriate for this study.

Data Analysis Techniques

Collected data was entered in SPSS for screening purposes and for frequency and percentage distribution. Data was analyzed through descriptive statistics, frequency, percentage, T-test and one-way ANOVA.

Data Analysis and Results

Demographics

Table 1 provides demographic details of the participants in the study. The table indicates that 45.5 percent of males and 54.5 percent female teachers participated in this study and reasonable percentage of teachers (53.9%) were holding 1-5 years teaching experience where majority of them (49.7%) having the qualification of graduation.

Table 1 Demographic Information

Demographics		Frequency	Percent
Gender	Male	75	45.5%
	Female	90	54.5%
	Total	165	100%
Experience	1-5 years	89	53.9%
	6-10 years	55	33.3%
	11 years and above	21	12.8%
	Total	165	100%
Academic Qualification	Graduate	82	49.7%
	Masters	59	35.8%
	MS/M.Phil.	24	14.5%
	Total	165	100%

Table 2 Comparison of teacher's gender on their self-concept

Gender	N	Mean	S. D	df	t	P
Male	75	4.068	0.462	163	0.355	0 .723
Female	90	4.042	0.447			

p>0.05

A t-test with an independent sample was carried out in order to analyze the disparity in opinion that exists between male and female educators on their sense of self-concept. The results of the test were inconclusive, with t (163) = 0.355 and p = 0.723 respectively. Self-concept of male teachers was found to be 4.068, with a standard deviation of 0.462, in comparison to the self-concept of female instructors, which was found to be 4.042, with a standard deviation of 0.447. According to the findings, there was no distinction in the ways in which male and female educators viewed themselves in terms of their self-concept.

Table 3: Comparison of teacher's qualification on their self-concept.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.027	2	0.013	0.064	0.938
Within Groups	33.695	162	0.208		
Total	33.722	164			

p>0.05

The results of the teachers were laid out in Table 3 according to their level of self-concept qualification. A one-way analysis of variance (ANOVA) was carried out to compare the opinions of teachers in table 3, based on the levels of education they hold, about how they feel about teaching in public secondary schools. There was not a significant difference, according to the results of a variance analysis, between the opinions of different types of teachers based on the qualifications they hold. The results of the test were inconclusive, with F (2, 162) = 0.064 p (0.938). According to the findings of the study, there was not a significant difference discovered between the perceptions of teachers at the secondary level based on their degree of education and how students viewed themselves.

Table 4 Comparison of experience on their self-concept.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.118	2	0.559	2.779	0.065
Within Groups	32.604	162	0.201		
Total	33.722	164			

p>0.05

A one-way ANOVA was conducted to compare the perception of teachers by their teaching experience on self-concept of public secondary school in table 4. An analysis of variance showed that there was no significant difference among opinion of teachers by their teaching experience on their self-concept. The test was not significant, F (2, 162) = 2.779 p (0.065). Findings of the study showed that perceptions of teachers by their teaching experience were same on their self-concept at secondary level.

Table 5 Academic Self Concept

S.No	Items	N	Scale Range	Mean	Std. Deviation
1.	ASC1	165	Strongly Agree	4.181	0.864
2.	ASC2	165	Agree	3.890	1.244
3.	ASC3	165	Strongly Agree	4.006	1.176
4.	ASC4	165	Agree	3.993	1.050
5.	ASC5	165	Agree	3.915	0.939
	Academic Self Concept Overall	165	Agree	3.997	0.754

Table 5 indicates that academic self-concept of teacher's factor of self-concept of public secondary teachers, the item namely 'ASC1 is placed at the highest level by the respondents with a mean 4.18 followed by ASC3 (4.00), 'ASC4 (3.99), ASC5 (3.91) and 'ASC2 (3.89) respectively. Overall mean score of the respondents on academic self-concept was 3.99.

Table 6 Physical Self Concept

S.No	**Items**	**N**	**Scale Ranges**	**Mean**	**Std. Deviation**
1.	PSC1	165	Agree	3.957	0.767
2.	PSC2	165	Strongly Agree	4.078	0.943
3.	PSC3	165	Agree	3.963	0.882
4.	PSC4	165	Strongly Agree	4.054	0.932
5.	PSC5	165	Strongly Agree	4.187	0.769
	Overall Physical Self-Concept	165	Strongly Agree	4.048	0.587

Table 6 indicates that teacher's physical self-concept factor of self-concept of public secondary teachers, the item namely 'PSC5 is placed at the highest level by the respondents with the mean score 4.18 followed by PSC2 (4.07), 'PSC4 (4.05), PSC3 (3.96) and 'PSC1 (3.96) respectively. Overall perceptions of the participants on physical self-concept of teachers with the mean of 4.04.

Table 7 Social Self Concept

S,No	Items	N	Scale Range	Mean	Std. Deviation
1.	SSC1	165	Agree	3.878	1.058
2.	SSC2	165	Agree	3.824	0.968
3.	SSC3	165	Agree	3.830	1.202
4.	SSC4	165	Agree	3.933	1.036
5.	SSC5	165	Strongly Agree	4.097	0.995
	Social Self-Concept Overall	165	Agree	3.912	0.694

Table 7 indicates that social self-concept factor of self-concept of public secondary teachers, the item namely ‘SSC5 is placed at the highest level by the respondents with the mean score 4.09 followed by SSC4 (3.93), ‘SSC1 (3.87), SSC3 (3.83) and ‘SSC2 (3.82) respectively. Overall participant’s perceptions on social self-concept of teachers with the mean score of 3.91.

Table 8 Self-Concept Opinion

S.No	Itmes	N	Scale Ranges	Mean	Std. Deviation
1.	SCO1	165	Agree	3.830	1.057
2.	SCO2	165	Strongly Agree	4.454	0.760
3.	SCO3	165	Strongly Agree	4.224	0.945
4.	SCO4	165	Strongly Agree	4.357	1.109
5.	SCO5	165	Strongly Agree	4.424	0.750
	Self-Concept Opinion Overall	165	Strongly Agree	4.258	0.639

Table 8 indicates that self-concept opinion factor of self-concept of public secondary teachers, the item namely ‘SCO2 is placed at the highest level by the respondents with the mean score 4.45 followed by SCO5 (4.42), ‘SCO4 (4.35), SCO3 (4.22) and SCO1 (3.83)

respectively. Overall participant's perceptions on self-concept opinion of teachers with the mean score of 4.25.

Table 9 Factor wise Self-Concept

S.No	Factors	N	Scale Ranges	Mean	Std. Deviation
1.	Academic Self Concept	165	Agree	3.997	0.754
2.	Physical Self Concept	165	Strongly Agree	4.048	0.587
3.	Social Self Concept	165	Agree	3.912	0.694
4.	Self-Concept Opinion	165	Strongly Agree	4.258	0.639
5.	Self-Concept Overall	165	Strongly Agree	4.054	0.453

Table 9 indicates factors of self-concept by public secondary teachers, the factor namely self-concept opinion is placed at the highest level by the respondents with the mean score 4.25 followed by physical self-concept (4.04), 'academic self-concept (3.99), and social self-concept (3.91) respectively. Overall perceptions of teachers on self-concept with the mean score of 4.05.

4. Discussion

In this study, a quantitative research design was used in conjunction with a survey methodology, and the data collected was subjected to descriptive analysis in accordance with the foundation and purpose of the research. The findings showed that there were a total of 165 participants in the study, with 75 male and 90 female secondary school teachers having been chosen through a random sample technique. In addition, the demographic results details of the participants indicate that 45.5% of male teachers and 54.5% of female teachers participated in this study. Furthermore, a reasonable percentage of teachers (53.9%) were holding 1-5 years of teaching experience, with the majority of them (49.7%) having the qualification of graduation. In order to collect the pertinent information for this study, an adapted and modified self-concept scale specifically designed for educators was used. The following are the percentages of participants' responses to the statement: strongly agree = 5, agree = 4, no opinion = 3, disagree = 2, and severely disagree = 1. It was decided that a mean score of three should serve as the threshold for an acceptable degree of self-concept, and that mean scores of three and higher should be considered to accurately reflect that level. The data were analyzed with the help of three different statistical methods: frequency, mean, and standard deviation. The independent samples t-test as well as the one-way analysis of variance were the statistical methods that the researchers utilized in order to make a comparison of the level of self-concept that instructors have in connection to their demographics. There was shown to be no statistically significant difference in the perspectives of male and female educators in terms of the aspects of academic self-concept, physical self-concept, and social and self-concept view. This was proved through the use of a test and a comparison of the results. In a similar vein, there was not a significant degree of dispute among the school teachers regarding the

quantity of experience they had in the classroom or the level of education they had achieved. The divergence in perception between male and female educators regarding their own sense of self-concept. The results of the test were inconclusive, with a t (163) value of 0.355 and a p value of 0.723. When compared to the self-concept of female teachers, male instructors had a higher mean value (M = 4.068, SD = 0.462) than female teachers do (M = 4.042, SD = 0.447). According to the findings, there was no distinction in the perspectives that male and female instructors had on self-concept based on gender. The outcomes of teachers as determined by the level of their own self-concept. One-way A one-way analysis of variance (ANOVA) was carried out to compare the opinions of public secondary school teachers, based on the levels of education they hold, see in table 3. An examination of the effects of teachers' levels of education and experience on their perceptions of their own self-concept revealed no statistically significant differences. The results of the test did not show any signs of significance, with F (2, 162) = 0.064 p (0.938). According to the findings of the study, there was found to be no significant difference in how teachers at the secondary level saw themselves based on their level of education. Table 4 presents the results of a one-way analysis of variance that was performed to compare the perceptions of teachers in terms of the amount of teaching experience they had. There was not a significant difference, according to the results of a variance analysis, in the opinions of teachers regarding their self-concept based on the amount of teaching experience they had. The test was inconclusive, with a result of F (2, 162) = 2.779 p (0.065). The findings of the study indicated that perceptions of instructors were the same on their self-concept at secondary level regardless of their level of teaching experience. Academic self-concept of teacher's element of self-concept of public secondary teachers, the item known as 'ASC1 is placed at the highest level by the respondents with a mean score of 4.18. This is followed by 'ASC3 (4.00), 'ASC4 (3.99), ASC5 (3.91) and 'ASC2 (3.89) respectively. The respondents' average score on the question regarding their academic self-concept was 3.99.teacher's physical self-concept element of self-concept of public secondary teachers, the item named 'PSC5 is placed at the highest level by the respondents with the mean score 4.18. This is followed by PSC2 (4.07), 'PSC4 (4.05), PSC3 (3.96) and 'PSC1 (3.96) respectively. The participants' overall opinions on the physical self-concept of instructors had a mean score of 4.04 out of 10. The social self-concept aspect of the self-concept of public secondary teachers, the item known as 'SSC5 is placed at the highest level by the respondents with a mean score of 4.09, followed by 'SSC4 (3.93), 'SSC1 (3.87), SSC3 (3.83) and 'SSC2 (3.82) respectively. In general, participant perceptions on the social self-concept of instructors averaged 3.91 out of 5 points. Self-concept opinion element of self-concept of public secondary teachers, the item known as 'SCO2 is placed at the highest level by the respondents with a mean score of 4.45, followed by SCO5 (4.42), 'SCO4 (4.35), SCO3 (4.22) and SCO1 (3.83) respectively. With a mean score of 4.25, participants' overall perceptions on their self-concept and opinion of teachers were evaluated. Factors of self-concept by public secondary teachers, the component known as self-concept opinion is placed at the highest level by the respondents with a mean score of 4.25, followed by physical self-concept (4.04), 'academic self-concept (3.99), and social self-concept (3.91) respectively. Overall, the opinions of instructors regarding students' conceptions of themselves received a mean score of 4.05.

5. Conclusion

Teachers' perceptions of their own gender, experience, and qualifications did not differ significantly from their overall perceptions of themselves. Secondary school educators with one to five years of experience, six to ten years, and eleven years or more in the classroom have given their collective opinion on how they see themselves. The research found that the majority of teachers working for the government secondary schools strongly agreed with the statement. The success of the teachers boosts their own sense of value, which in turn benefits their students. A higher level of academic self-concept, social self-concept, physical social self-concept, and opinion of self-concept was shown by male instructors compared to female instructors in the gender study. No statistically significant differences were found when we looked at the impact of teachers' education and experience levels on their sense of self. According to the results of a variance analysis, there was no statistically significant difference in teachers' perceptions of themselves by years of experience. The results showed that teachers of all levels had the same opinion of themselves when asked about their self-concept at the secondary level. The participants had a median view of the instructors' social self-concept. When asked to rank the factors contributing to self-concept, teachers in public secondary schools ranked self-concept opinion as the most important. The majority of teachers had positive things to say about their students' sense of identity. Self-awareness and the capacity to construct one's identity with precision can be of fundamental importance to humanity and create a fertile ground for personal growth.

6. Recommendations

The study's findings imply that boosting educators' self-perception is an effective strategy for raising their productivity in the classroom. Educators in secondary schools need to be more humane if they want to help their students develop a positive sense of identity. Despite variations in age, experience, and credentials, secondary school teachers shared common ground in their sense of self. Therefore, steps must be taken in secondary schools to enhance the current situation. It is also suggested that the study be conducted on a sizable sample size to increase reliability of the results. Research conducted at private as well as public institutions would be very useful. The findings of the study should be included into curricula at both the elementary and higher levels. More study is needed to learn how teachers' senses of identity influence their classroom performance with secondary school learners. This approach relies heavily on numerical data. Qualitative collection of information is crucial for expanding the applicability of the results.

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